



MUSIC APPRECIATION – MU 100-801

FALL 2022 SEMESTER

INSTRUCTOR INFORMATION

Instructor: Adam A Torres, M.M.
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COMMUNICATION POLICY

Preferred medium of communication is through Canvas or via e-mail. If necessary, appointments may be made in person (Fort Collins) or through Zoom. Please allow 36 hours for a response before sending a courtesy follow-up message.

CATALOG DESCRIPTION

Survey of music from a wide range of periods and styles.

COURSE TYPE:

Online Instruction, Paced Assessments including readings, quizzes, projects, concert reviews, and peer discussions. Satisfies Arts & Humanities 3B, Arts & Expression AUCC requirement.

PREREQUISITES FOR COURSE

N/A

COURSE DESCRIPTION & OBJECTIVES

Music is among the many artistic expressions created by society. This course will investigate historical, societal, structural, and stylistic backgrounds of many genres of music and how each genre connects to one another. We will investigate musical elements through the study of art music, popular music, jazz, and world music.

The goal of the class is to enhance critical listening skills and to develop a working vocabulary of music that is meaningful to the non-musician. Ideally the student will be able to thoroughly discuss, intelligently listen to, and have a better theoretical understanding of musical idioms.



Upon completion of this course, students should have:

- An awareness of music with regards to cultural and historical significance
- An ability to discuss instrumentation, form, function, style, and genre
- A broadened view of music as an art form
- Knowledge of the development of western music and its impact on music today
- An understanding of the musical elements involved in contemporary music styles
- The opportunity to apply theoretical knowledge through live concert attendance
- The understanding to write about music using relevant terminology
- The knowledge to identify representative examples of music from different eras and genres
- The ability to critically assess musical works regardless of personal taste

An official **Schedule of Topics** as well as all **Assignment Due Dates** will be posted in Canvas.

TEXTBOOK / COURSE READINGS

1. *Music Appreciation: Listening for Success in All Music* by Dr. Michelle Stanley.

This text is part of the CSU *Inclusive Access* Program. Read more about [this program here](#) (you do not need to purchase this separately). While you are encouraged to utilize this text, the CSU Bookstore offers information on opting out should you not wish the fee for the Inclusive Access program to be added to your student account. **While some MU 100 courses administer tests/quizzes through this platform, please note that all quizzes and assignments for this course will be facilitated through Canvas.**

To access this text, simply click the “Manage eResources” link in the MU 100 Canvas shell.

COURSE MATERIALS & EQUIPMENT

1. **Recordings:** You cannot have a successful study of music without listening to the music itself. You are responsible for listening to all assigned music for each weekly module. It is acknowledged that this may involve some expense, but it is no different than having a supplemental textbook. Access to Napster is included with your textbook subscription, and you can read more on accessing Napster on Canvas. If you prefer, you may buy or purchase audio from the source of your choice, but here are several possible methods for finding music:



- a. You can buy individual .mp3s through retail websites such as Amazon or iTunes. If you choose to use iTunes, but you do not have the software, it can be downloaded for free at <http://www.apple.com/itunes/>.
 - b. You can purchase a subscription to a service such as *Apple Music*, *Napster* (formerly *Rhapsody*) or *Spotify* for a monthly fee. You may want to sign up first for a free trial to make sure that whichever service you choose offers the selections you need.
 - c. You can search for individual songs on CDs at your public library, in your own personal collection, or on legally uploaded videos on streaming websites such as *YouTube*. Note: This could be a time consuming and, at times, an unsuccessful method.
2. Other Software:
- a. Internet access (broadband recommended): You will need to access Canvas (<https://Canvas.colostate.edu>) regularly. Canvas will be used for announcements, discussions, homework submission, gradebook, supplemental readings, assignments, quizzes, and exams.
 - b. You will also need capabilities to access standard websites, view streaming video, listen to streaming audio, view PowerPoint presentations (.pptx), and to view and create documents in both .docx and .pdf formats. For more detailed information about technological requirements, please contact the instructor.

PARTICIPATION/BEHAVIORAL EXPECTATIONS

Students are expected to participate weekly in MU100. Part of your semester grade assesses this participation through peer discussions (see grading schema). Please be respectful of all opinions, even those which may differ from your own. Please review the core rules of netiquette for some guidelines and expectations on how to behave in an online learning environment.

COURSE POLICIES (LATE ASSIGNMENTS, MAKE-UP EXAMS, ETC.)

Due dates for all materials in each unit are clearly indicated in Canvas. Any accepted late work will be at the sole discretion of the instructor. If late work is accepted, be prepared to submit assignments for reduced credit. With supporting documentation, a penalty-free extension for unusual and extenuating circumstances or medical emergencies may be granted. Please note that small group discussions cannot be submitted after the deadline, regardless of circumstance, due to the time-sensitive nature of real time discussion by students. I sincerely

care about your success in this course and your well-being beyond MU 100 – please be in touch with any circumstances that may lead to delays in assignment submission!

GRADING POLICY

Grade	Range
A	100% to 93.00%
A-	<93.0% to 90.0%
B+	<90.0% to 87.0%
B	<87.0% to 83.0%
B-	<83.0% to 80.0%
C+	<80.0% to 77.0%
C	<77.0% to 70.0%
D	<70.0% to 60.0%
F	<60.0% to 0.0%

Grades and relevant feedback on your work will be posted in a timely manner. Usually, this will occur within one week after an assignment is due. For major projects and exams, grades may take 2 weeks on average to be posted. If the grading of your work takes longer than the aforementioned time frame, it is my responsibility to keep you informed of when grades will be posted.

CATEGORY	GRADE PERCENTAGE
Assignments (3 projects)	35% of total grade
Discussion Board	20% of total grade
Listening Journal Project	25% of total grade
Final Exam (Cumulative, Listening ID, multiple choice, & essay) <i>Alternatively, you may substitute an in person or digital concert review in lieu of a final exam. See Canvas for details.</i>	20% of total grade
Total:	100 %

*Keep a copy of all work created for the course, including work submitted through Canvas course learning management system.

CANVAS INFORMATION & TECHNICAL SUPPORT

Canvas is where course content, grades, and communication will reside for this course.

- Login: canvas.colostate.edu
- Support: info.canvas.colostate.edu



- For passwords or any other computer-related technical support, contact the [Central IT Technical Support Help Desk](#).
 - (970) 491-7276
 - help@colostate.edu

The [Technical Requirements](#) page identifies the browsers, operating systems, and plugins that work best with Canvas. If you are new to Canvas quickly review [the Canvas Student Orientation](#) materials.

ACADEMIC INTEGRITY & CSU HONOR PLEDGE

This course will adhere to the CSU [Academic Integrity/Misconduct](#) policy as found in the General Catalog and the [Student Conduct Code](#).

Academic integrity lies at the core of our common goal: to create an intellectually honest and rigorous community. Because academic integrity, and the personal and social integrity of which academic integrity is an integral part, is so central to our mission as students, teachers, scholars, and citizens, I will ask that you affirm the CSU Honor Pledge as part of completing your work in this course.

Further information about Academic Integrity is available at CSU's [Academic Integrity - Student Resources](#).

UNIVERSAL DESIGN FOR LEARNING/ACCOMMODATION OF NEEDS

I am committed to the principle of universal learning. This means that our classroom, our virtual spaces, our practices, and our interactions should be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning.

If you are a student who will need accommodations, please contact me to discuss your individual needs. Any accommodation must be discussed in a timely manner. A verifying memo from [The Student Disability Center](#) may be required before any accommodation is provided.

The Student Disability Center (SDC) has the authority to verify and confirm the eligibility of students with disabilities for the majority of accommodations. While some accommodations may be provided by other departments, a student is not automatically eligible for those accommodations unless their disability can be verified and the need for the accommodation confirmed, either through SDC or through acceptable means defined by the particular



department. Faculty and staff may consult with the SDC staff whenever there is doubt as to the appropriateness of an accommodative request by a student with a disability.

The goal of SDC is to normalize disability as part of the culture of diversity at Colorado State University. The characteristic of having a disability simply provides the basis of the support that is available to students. The goal is to ensure students with disabilities have the opportunity to be as successful as they have the capability to be.

Support and services are offered to student with functional limitations due to visual, hearing, learning, or mobility disabilities as well as to students who have specific physical or mental health conditions due to epilepsy, diabetes, asthma, AIDS, psychiatric diagnoses, etc. Students who are temporarily disabled are also eligible for support and assistance.

Any student who is enrolled at CSU, and who self-identifies with SDC as having a disability, is eligible for support from SDC. Specific accommodations are determined individually for each student and must be supported by appropriate documentation and/or evaluation of needs consistent with a particular type of disability. SDC reserves the right to ask for any appropriate documentation of disability in order to determine a student's eligibility for accommodations as well as in support for specific accommodative requests. The accommodative process begins once a student meets with an accommodations specialist in the SDC.

THIRD-PARTY TOOLS/PRIVACY

Please note that this course may require you to use third-party tools (tools outside of the Canvas learning management system), such as Skype and others. Some of these tools may collect and share information about their users. Because your privacy is important, you are encouraged to consult the privacy policies for any third-party tools in this course so that you are aware of how your personal information is collected, used and shared.

COPYRIGHTED COURSE MATERIALS

Please do not share material from this course in online, print, or other media. Course material is the property of the instructor who developed the course. Materials authored by third parties and used in the course are also subject to copyright protections. Posting course materials on external sites (commercial or not) violates both copyright law and the CSU Student Conduct Code. Students who share course content without the instructor's express permission, including with online sites that post materials to sell to other students, could face appropriate disciplinary or legal action.



UNDOCUMENTED STUDENT SUPPORT

Any CSU student who faces challenges or hardships due to their legal status in the United States and believes that it may impact their academic performance in this course is encouraged to visit [Student Support Services for Undocumented, DACA & ASSET](#) for resources and support. Additionally, only if you feel comfortable, please notify your professor so they may pass along any additional resources they may possess.

TITLE IX/INTERPERSONAL VIOLENCE

For the full statement regarding role and responsibilities about reporting harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking, and the retaliation policy please go to: [Title IX – Sexual Assault, Sexual Violence, Sexual Harassment](#).

If you feel that your rights have been compromised at CSU, several resources are available to assist:

- Student Resolution Center, 200 Lory Student Center, 491-7165
- Office of Equal Opportunity, 101 Student Services, 491-5836

A note about interpersonal violence: If you have experienced sexual harassment, sexual assault, dating violence, domestic violence, and/or stalking, know that you are not alone. Confidential victim advocates through the Victim Assistance Team in the Women and Gender Advocacy Center are available 24 hours a day, 365 days a year to provide support at 970-492-4242. For full information about reporting sexual harassment, sexual assault, dating violence, domestic violence, stalking and/or retaliation please go to the [Office of Title IX Programs and Gender Equity](https://titleix.colostate.edu/title-ix/reporting-options/) (<https://titleix.colostate.edu/title-ix/reporting-options/>).

RELIGIOUS OBSERVANCES

CSU does not discriminate on the basis of religion. Reasonable accommodation should be made to allow individuals to observe their established religious holidays. Students seeking an exemption from attending class or completing assigned course work for a religious holiday will need to fill out the [Religious Accommodation Request Form](#) and turn it in to the Division of Student Affairs, located on the second level of the Administration building.

Once turned in, the Division of Student Affairs will review the request and contact the student accordingly. If approved, the student will receive a memo from the Dean of Students to give to their professor or course instructor.



Students are asked to turn in the request forms as soon as the conflict is noticed. Similarly, unanticipated conflicts requiring a religious observance, such as a death in the family, can also be reviewed.

CSU PRINCIPLES OF COMMUNITY

Inclusion: We create and nurture inclusive environments and welcome, value and affirm all members of our community, including their various identities, skills, ideas, talents and contributions.

Integrity: We are accountable for our actions and will act ethically and honestly in all our interactions.

Respect: We honor the inherent dignity of all people within an environment where we are committed to freedom of expression, critical discourse, and the advancement of knowledge.

Service: We are responsible, individually and collectively, to give of our time, talents, and resources to promote the well-being of each other and the development of our local, regional, and global communities.

Social Justice: We have the right to be treated and the responsibility to treat others with fairness and equity, the duty to challenge prejudice, and to uphold the laws, policies and procedures that promote justice in all respects.

DIVERSITY AND INCLUSION

This course is designed to be approachable to students with a wide array of perspectives and backgrounds. Diversity promotes a more sincere discourse, a wider lens for understanding, and is a strength for learning, especially in a course designed to explore cultural connections in a wide range of musical styles and traditions. Course content will aim to be respectful of diversity (including but not limited to gender, sexuality, disability, age, socioeconomic status, ethnicity, race, religion, and culture). To this end, please be in contact with the instructor to discuss any concerns or offer any feedback you may have.

COVID-19 AND OTHER HEALTH RELATED CONCERNS

All students are required to follow all CSU and School of Music, Theatre, and Dance COVID-19 Protocols. For CSU in general, please go to covid.colostate.edu. For SMTD-specific protocols, please go to: <https://smtd.colostate.edu/covid-19-policies/>.



Important information for students:

Students are expected to follow mask protocols and to meet university vaccine or exemption requirements.

All students are expected and required to report to the [COVID Reporter](#) when:

- You suspect you have symptoms of COVID, regardless of whether or not you are vaccinated and even if your symptoms are mild
- You have tested positive for COVID through a non-CSU testing site, such as home test or test at a pharmacy
- You believe you may have been exposed to COVID go to the COVID Reporter and follow the guidance under “I believe I have been in close contact with someone who has COVID-19.” This guidance will depend upon your individual circumstances

You will not be penalized in any way for reporting symptoms or concerns.

Do not ask me as your instructor to report for you. It is your responsibility to report through the COVID Reporter promptly.

As your instructor I may not ask you about vaccination status or if you have COVID but you may freely volunteer to send me information from a public health official if you have been asked to isolate or quarantine.

When you complete the COVID Reporter, the CSU Public Health office is notified. Once notified, that office will contact you and, depending upon each situation, will conduct contact tracing, initiate any necessary public health requirements and notify you if you need to take any steps.

If you do not have internet access to fill out the online COVID-19 Reporter, please call (970) 491-4600.

For the latest information about the University’s COVID resources and information, including FAQs about the fall semester, please visit the [CSU COVID-19 site](#).

Student, Faculty, and Staff Health and Safety Information

The School of Music, Theatre, and Dance is committed to the safety and health of our students, faculty, staff, and patrons. Students will study proper performance and rehearsal techniques throughout the course of study to help optimize vocal, pulmonary, and musculoskeletal health. Students are requested to immediately report any physical discomfort or injury related to the performance of their instrument to applicable applied



faculty and ensemble directors and the [CSU Disability Center](#) so that student's learning plan may be adjusted to best overcome those challenges. Please do not hesitate to consult with faculty members if you have any concerns related to performing arts health and safety.

Students are encouraged to supplement information obtained in their lessons, masterclasses, and guest lectures regarding performing artist health and safety issues by utilizing some of the resources listed below.

Additionally, SMTD students are encouraged to take advantage of the [Performing Arts Medicine Association \(PAMA\)](#) in order to obtain information about local resources available. Become a student member of PAMA [here](#).

Protecting Your Hearing Health

- [OSHA: Noise/Hearing Conservation](#)
- [Hearing loss prevention information](#)
- [Noise and hearing loss information](#)

Musculoskeletal Health and Injury

- [MusiciansHealth.com](#)

Psychological Health

- [Performance Anxiety \(WebMD\)](#)
- [The Inner Game of Music, by Barry Green and W. Timothy Gallwey](#)
- [A Soprano on Her Head: Right-Side-Up Reflections on Life and Other Performances, by Eloise Ristad](#)